

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 2/That's not Fair!

Course Code: ELA

COURSE INTRODUCTION:

Second Grade:

In the second grade, students continue to become independent readers and writers, able to conduct research, write reports, form opinions and write narratives recounting sequential events. Details describing actions, thoughts, and feelings will be included in the writing. These pieces will provide a sense of closure. A variety of topics gives students experience with rich literature, literary responses, opinion pieces, stories, letters, and explanations. Students build grammatical knowledge, practice reading for meaning, and collaborate in conversations. Use of online resources will support student learning. Students will experience folk tales, fables, stories, poems, and informational texts.

UNIT DESCRIPTION: This 2nd grade 4 week unit focuses on social interaction, building friendships, identifying bullies, and examining friendship problem solving processes. Through realistic literature and informational text, students examine friendship within the context of just/unjust social practices. The reader is encouraged to discuss, identify and pose solutions to socially unfair/unjust issues within the text. Students are encouraged to make connections across text, and community. The student writer shares his/her written opinion(s) about the issues modeled in picture books.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum->

SUGGESTED UNIT TIMELINE: approx.4 weeks

CLASS PERIOD (min.): 120 min./daily

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Introduction-Sheet.pdf . Resources based on the Universal Design for Learning principles are available at www.cast.org .						
Provide Feedback						
ESSENTIAL QUESTIONS: 1. What do friends look like/feel like? 2. How do friendships help us solve problems? 3. Who decides what is fair? 4. How can we change what seems unfair?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES		CROSSWALK TO STANDARDS				
		CA GLE	Performance Goals	CCSS ELA Grade Level	CCSS ELA Anchor	DOK
1. Students will use details to help identify the main message in the text.		R.1.H.2.b R.2.C.2.a	3.5	RL.2.3		2
2. Students will define character, major events		R.1.H.2.b R.2.C.2.d	3.1	RL.2.3		2

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3. Students will identify, describe major events or challenges of the story.		R.1.H.2.b R.2.C.2.c	1.5	RL.2.3		2
4. Students will identify characters and traits of each character.		R.2.C.2.c	3.6	RL.2.6		3
5. Students will define point of view— How are the characters thinking/feeling about this event? Are the characters thinking the same way about...?		R.2.C.2.c	3.6	RL.2.6		3
6. Students will describe connections between events.		R.1.H.2.b R.3.C.2.e	3.5	RI.2.2		2
7. Students will identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.		R.1.H.2.b R.3.C.2.d	3.1	RI.2.2		2
8. Students will write opinion pieces including: introduce the topic; state an opinion; supply reasons that support the opinion; use linking words (because, also) to connect opinion and reasons; provide concluding statement or section.		W.3.A.2.a W.2.A.2 W.2.B.2.a W.2.B.2.b W.2.C.2.b	2.1	W.2.1		3

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		W.2.C.2.a				
9. With guidance and support from adults and peers, students will focus on a topic.		W.1.A.2.a	2.1	W.2.5		3
10. With guidance and support from adults and peers, students will revise a topic.		W.1.A.2.b	2.2	W.2.5		3
11. With guidance and support from adults and peers, students will edit a topic.		W.1.A.2.c	2.2	W.2.5		3
12. Students will participate in collaborative conversations, build on others' talk by linking comments to others' remarks and ask for clarification/explanation as needed.		L.1.A.2.b R.1.H.2.c	1.6	SL.2.1.a SL.2.1.b SL.2.6		2
13. Students will use words and phrases acquired through conversations, reading and being read to and responding to texts.		R.1.E.2.a R.1.E.2.b R.1.E.2.c	1.5 1.6	L.2.6		2
14. Students will explain the importance of promoting the common good.		L.1.A.1.b	1.1	SL.2.2		2
15. Students will explain how disputes can threaten the peace in a community and how they may be resolved peacefully.		L.1.A.1.b	3.6	SL.2.1.a		3
ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to						

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PDF file or Word doc.)

ASSESSMENT DESCRIPTIONS*: Formative- Exit slip (short 1-2 questions about the lesson topic)

ASSESSMENT DESCRIPTIONS*: Formative-**Text Organizer**: complete in collaborative small group---identify character/friend/bully, problem/event-fair/unfair.

ASSESSMENT DESCRIPTIONS*: Formative- **Social Justice/Injustice Inquiry**: in collaborative groups students explore, discuss, & record responses to new text.

ASSESSMENT DESCRIPTIONS*: Formative-**My Opinion**: students document opinion about a character, event, problem, essential question; identify at least 2 reasons for that opinion and also document; then discuss in small groups as a prewriting strategy for the opinion writing piece.

ASSESSMENT DESCRIPTIONS*: Formative- **Story Board**: **Character**-What do you know about this character? Identify details from the text that helped you know the character; **Main Message**-What is the author trying to tell you?; **Problem**-What were the problems/challenges in this text?; **Reflection**-How does the character feel about this event? How do you know?

ASSESSMENT DESCRIPTIONS*: Summative-**Friendship** graphic organizer: **Friends**-What do friends do together? ; **Alike/Different**- How do they talk? How do they look? ; **Working/playing together**-How do they help each other? How do they solve problems/disagreements? Is there a winner/loser? ; **Friends Again**-How do friends act/talk after the problem is solved?

ASSESSMENT DESCRIPTIONS*: Summative- Opinion writing (scoring guide)

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<p>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)</p>	
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
2 4 12 13	1. Leading a whole class discussion, the teacher asks students to reflect on the kinds of characters they are familiar with in text....what are the usual characteristics? What kinds of challenges/problems have they encountered? (Some of these ideas may be recorded on an anchor chart) During whole class read aloud of (<i>The Recess Queen, The Araboolies of Liberty Street or similar picture book</i>) the teacher models thinking necessary to identify the main characters and events (including the problem or challenge) Record on an anchor chart. This process may be repeated on successive days with different text.
1 2 4 5	2. Model thinking with whole class about familiar text using Story Board graphic organizer projected on white board.
5 12 13 14	3. Using the now familiar text, the teacher begins exploring the possible point of view of the characters. Are all characters viewing the problem in the same way? How are their perceptions alike or different? What does that tell you about the character(s)? Record ideas on an anchor chart to document thinking.
1 3 12 13	4. Introduce the topic of weather related events(hurricanes) for background, www.weeklyreader.com , www.twobobbies.com , the teacher then introduces the animal characters who survived a natural disaster or unusual accident(<i>Two Bobbies, A Mama for Owen, Tarra & Bella</i>). Teacher models her/his own thinking regarding the unlikely friendship, including wonderings..... What does friendship look like/feel like? Are all of our friendships the same/similar? Does an emergency change our usual thinking about friends? Document thinking on a chart or white board.
5 6 12 13	5. During interactive read aloud (<i>Henry and Mudge, George and Martha, Amos & Boris, or Freedom Summer</i>), the teacher identifies the friend-conflict-resolution-friend cycle and encourages the children to question whose point of view the author has written about. Who does the author seem to favor as “the good one”? Is there always a “good one” or a “right one”? Who decides who is right?

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5 7 12 13 15	6. Leading a whole class discussion of (<i>White Socks Only, The Other Side, Freedom Summer, The Araboolies of Liberty Street</i> , or similar picture book with social action theme) the teacher models her/his own questioning of the social practices in the text. What is fair or unfair? Who is being treated unfairly? Who decides? Encourage students to turn and talk with a partner.
5 6 14 15	7. Model reflecting about the actions of the characters in familiar texts. Possible questions may include: Why does this character act/think like this? Does the community support this action/ thinking? Teacher leads a discussion identifying what is included in a community. What does it look like/sound like? How does a community decide if certain practices are fair? Does everyone in the community have a voice? Record class responses on a projected copy of Social Justice/Injustice Inquiry What is fair or unfair? This whole class discussion may take place over several days.
8 9	8. Building on prior student discussion and written responses to text, the teacher models opinion writing. Students should have had multiple experiences sharing their thoughts about characters, actions, fair or unfair practices within the text, character's voice, etc. Opinion pieces should include these components: introduce the topic, state an opinion, supply reasons that support the opinion, use linking words (because, also) to connect opinion and reasons, provide concluding statement or section. These guidelines may be written/displayed on an anchor chart or smart board for easy student reference. Referring to the original unit essential questions, students are asked to reflect, share their thinking, and then begin to write their ideas.
10	9. Confer with students on successive days during writing workshop, identify focus for revision.
11	10. Confer with students on successive days during writing workshop, identify focus for editing. Monitor students as they complete for publication.
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
2 4 12 13	1. Students verbally turn and talk to share their thinking about the main characters and main events of the story. Students choose a text to read independently and then document their thinking in response journals using words(sentences) and pictures to identify main characters and events in the text. This process may be repeated on successive days with different text.
1 2 4 5	2. Students choose a familiar text to reread independently. Students respond to the text by documenting their thinking on the Story Board graphic organizer.

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5 12 13 14	3. Students choose a main character to document their thinking. Was the character's behavior appropriate or helpful to the community? How do others in the story view the chosen character? Does this character have friends? (why/why not?) How does this character sound? Students are invited to demonstrate speech of the character. Ideas may be written in student response journals or create a written description for Reader's Theater to demonstrate the differences in characters, voice, and opinions (performance event).
1 3 12 13	4. Students read to find out how the friendship began(<i>Two Bobbies, A Mama for Owen, Tara & Bella</i>). With a partner or small group identify how these two friends supported/helped each other, discuss how usual/unusual this friendship was (were these friends alike/different), connect to their own friends and ask/answer these same questions.What do friends look like/feel like? How do friendships help us solve problems? How do friends in other text look like/feel like? What problems do they have/solve? Do all of our friends look/sound the same? Students document thinking on chart paper and then share with the class.
5 6 12 13	5. Students read unfamiliar text (ex. <i>Henry & Mudge, Freedom Summer, George & Martha, Amos & Boris</i>). They identify and record friendship information on the Friendship graphic organizer, targeting the questions: What do friends do together? What kinds of conflicts do friends have? How do friends talk and act when they are having friendship problems? How do friends resolve their conflicts? What does that look like, sound like, feel like? How do friends act when they've resolved their conflict?
5 7 12 13 15	6. With a partner, students identify character actions in the text they have read that seem fair/unfair. Students collaboratively compile a T-chart of action within the text under the labels of Fair/Unfair. Students are encouraged to explore possible unfair actions and how they can make changes. Partners choose a new text and collaboratively identify components in Text Organizer . Student partners share ideas with at least one other group.
5 6 14 15	7. Students turn and talk to a partner about the characters in the text. Discussion revolves around character action and thinking. Students then extend their focus to the community in the text. Student partners document their thinking on the Social Justice/Injustice Inquiry What is fair or unfair? graphic organizer. Student discussions may continue over several days.
8 9	8. Students independently reflect on the characters (both animal & human) they have met in the unit texts. Students may refer to their response journals and graphic organizers to refresh their thinking. Next they choose a character action, problem/solution, or essential question to share an opinion about and complete the My Opinion graphic organizer. Gathering in small groups, each of the group members should offer feedback or ask questions about classmate's opinion to help identify reasons that

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	support that student's opinions. Students begin writing opinion draft.
10	9. Over successive days in writing workshop, students share with peers, revise work, and confer with the teacher.
11	10. Over successive days in writing workshop, students share with peers, confer with the teacher, edit and complete final draft.

UNIT RESOURCES: (include internet addresses for linking)

Antle, Bhagavan. Suryia & Roscoe. NY: Henry Holt & Co, 2011.

Bauer, Marion. A Mama for Owen. NY: Simon & Schuster, 2007.

Buckley, Carol. Tarra and Bella. NY: G.P. Putnam's Sons, 2009.

Coleman, Evelyn. White Socks Only. Morton Grove, Ill: A Whitman & Co, 1996.

Dennis, Brian; Nethery, Mary; Larson Kirby. Nubs, the True Story of a Mutt, a Marine and a Miracle. NY: Little, Brown Books for Young Readers, 2009.

Hatkoff, Isabella. Owen and Mzee. NY: Scholastic Press, 2006.

LaMarche, Jim. The Raft. NY: Harper Collins, 2000.

Larson, Kirby & Nethery, Mary. Two Bobbies. NY: Little, Brown Books for Young Readers, 2008.

Lee-Tai, Amy. A Place Where Sunflowers Grow. CA: Childrens' Book Press, 2006.

Lovell, Patty. (2001) Stand Tall Molly Lou Melon. NY: G.P. Putnam's Sons, 2001.

Marshall, James. George and Martha. NY: Houghton Mifflin Co, 1972.

Munson, Derek. Enemy Pie. CA: Chronicle Books LLC, 2000.

O'Neill, Alexis. The Recess Queen. NY: Scholastic Press, 2002.

Polacco, Patricia. Welcome Comfort. NY: Puffin Books, 1999.

Rylant, Cynthia. Henry and Mudge. NY: Simon & Schuster, 1987.

Sornson, Bob. & Dismondy, Maria. The Juice Box Bully.

Swope, Sam. The Araboolies of Liberty Street. NY: Farrar, Straus & Giroux, 2001.

Wiles, Deborah. Freedom Summer. NY: Aladdin Paperbacks, 2001.

Willems, Mo. City Dog, Country Frog. NY: Hyperion Books for Children, 2010.

Yolen, Jane. Raising Yoder's Barn. NY: Little, Brown & Co, 1998.

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www.weeklyreader.com

www.twobobbies.com

Nichols, Maria. Comprehension through Conversation. NH: Heinemann, 2006.

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